Functional Behavioral Assessments
and
Behavioral Intervention Plans

Office of the State Superintendent of Education

Division of Educational Excellence

Training and Technical Assistance

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OSSE

DC Office of the
State Superintendent
of Education

Agenda

- Greetings and introduction
- KWL
- Steps for conducting functional behavior assessments (FBAs)
- Steps for triangulating data
- Lunch
- Developing effective behavior intervention plans (BIPs)
- Questions and answers

Essential Question

How can we ensure that students with special needs in the District of Columbia receive a Free and Appropriate Public Education within the Least Restrictive Environment through collaborative efforts between general and special educators?

Session Objectives

- Identify the steps for conducting Functional Behavior Assessments and Behavior Intervention Plans
- Learn how to use data to assist in determining function of behavior
- Begin to develop a system for how and when FBA/BIP's will be conducted
- Action Plan: Write one behavioral pathway (setting events, antecedents, behavior, consequences)
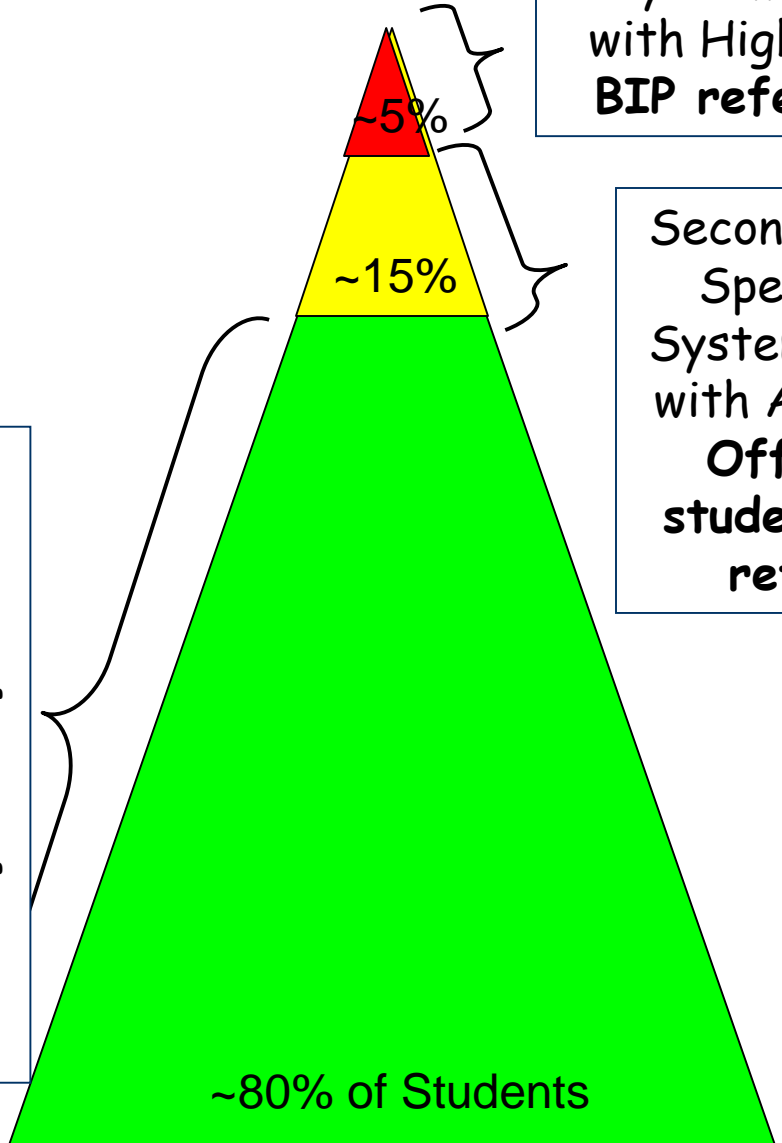
# Activity One

K-W-L

BIG IDEAS

Tertiary Prevention:
Systems for Students
with High-Risk Behavior
BIP referred students

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior
**Office-referred
students; Counseling
referred, etc.**

Primary
Prevention:
School-
/Classroom-
Wide Systems for
All Students,
Staff, & Settings
**(Positive Behavior
Support –PBS) –
Recognizing the
"GOOD" students**

~5%

~15%

~80% of Students

Escalating Sequence of Behavior
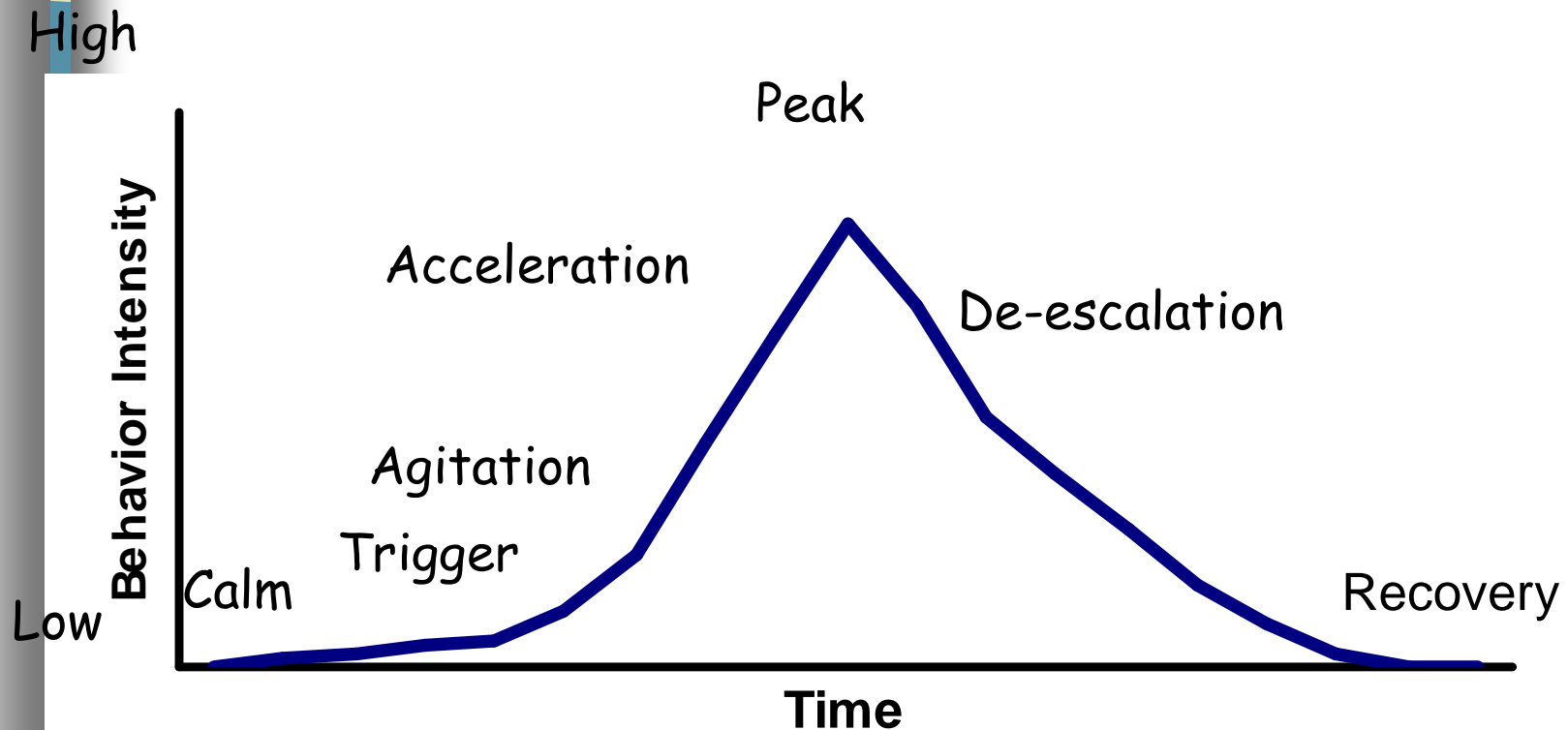
Colvin & Sugai, 1989

FUNCTIONAL BEHAVIOR ASSESSMENTS

- **"Children are not born bad or with bad behavior, they learn it!"**

- We know that children who exhibit unacceptable and/or inappropriate behavior have learned this behavior from someone and/or somewhere, and display the behavior for a specific reason.

- Our task as educators is to figure out why they are displaying the behavior and how we can assist the child in changing the inappropriate behavior to more acceptable and appropriate behavior.

- A Functional Behavior Assessment is a strategic tool that we utilize in order to assess the possible causes of the behavior, and to assist us in deriving strategies to correct and/or eliminate the inappropriate behavior.

What is FBA?

- Problem-solving process for addressing student problem behavior

- Varied techniques & strategies to identify the purposes (function) of specific behavior

- Used to help problem solving teams select interventions to address the problem behavior

What is a Functional Behavioral Assessment

"A process for gathering information used to maximize the effectiveness and efficiency of behavioral support" (O'Neil et al.)

- Operational definition of behavior
- Identification of events that are functionally related to behavior
- Identification of consequences that maintain behavior
- Hypothesis about function of behavior
- Direct observation to confirm/support the hypothesis

Why FBA?

- Looks beyond the behavior and its overt topography to focus on identifying biological, social, affective, and environmental factors that initiate, sustain, or end the behavior in question.

- Identifying underlying cause(s) of a student's behavior, or "what a student gets or avoid" can provide valuable diagnostic information that is essential in developing proactive interventions and instructional strategies.

- Although children's behaviors may look alike and/or sound alike, the causes or functions are very different.

When to Conduct a Functional Behavioral Assessment

- When student exhibits patterns of challenging behavior

- When a change in placement is made as a result of a school "discipline" procedure

- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

WHO CONDUCTS FUNCTIONAL BEHAVIOR ASSESSMENTS?

- A Functional Behavior Assessment is a total team effort from any and everybody involved in the life of a student, ranging from parents to teachers to counselors to paraprofessionals.

- In conducting a FBA and developing a Behavior Intervention Plan (BIP), education personnel should draw upon a range of communication and interpersonal skills. As with other collaborative efforts, building level administrative and collegial support is essential to a successful outcome.
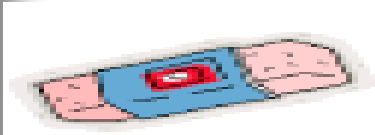
ERASE
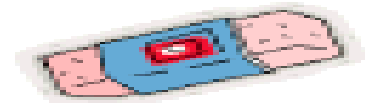
problem behavior

Explain- What is the problem?

Reason- What is he/she getting out of it or avoiding?

Appropriate- What do you want him/her to do instead?

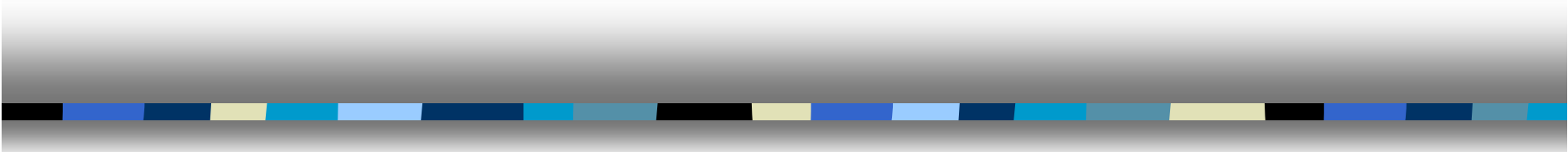**S**upport - How can you help this happen more often?

Evaluate - How will you know if it works?

IDEA 300.530

(f) Determination that behavior was a manifestation. If the LEA, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—

   (1) Either—

   (i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

   (ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it as necessary, to address the behavior; and

   (2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

The Key

Behavior is functionally related to the teaching environment

Basics

1. Focus on observable behavior
2. Label free approach
3. Acknowledgement of other factors
4. Instructional approach
5. Emphasis on understanding the principles of behavior not specific forms or "cook book" strategies
6. Best Practices vs. Discipline
7. Process vs. set of forms
8. Rule out explanations
9. Move from personal experience with "discipline"
10. Repeated practice to build fluency

FBA-

Success requires:

- Individual (s) with expertise in behavior analysis and the development of functional behavior assessments
- Fluency with a clear process among all staff whereby roles are clearly defined
- A basic understanding of Applied Behavior Analysis (Behavior is functionally related to the teaching environment) amongst all school staff

Steps to Performing a Functional Behavioral Assessment

1. Describe and verify the seriousness of the problem
2. Refine the definition of the problem behavior
3. Collect data on possible functions of the problem behavior
4. Analyze data using triangulation and/or problem pathway analysis
5. Generate a hypothesis statement regarding probable function of problem behavior
6. Test the hypothesis statement regarding the function of the problem behavior

Step One

Describe and verify the seriousness of the problem/ replacement behaviors

Define the Problem Behavior:

- Trish is Aggressive

- George is Disruptive

- Janet is Hyperactive

Activity Two

Describe the behaviors below

- Aggressive

- Disruptive

- Disrespectful

- Hyperactive

Step Two

Refine the definition
of the problem
behavior

Define Problem/Replacement Behavior

1. Frequency
2. Topography
3. Locus
4. Duration
5. Latency
6. Force or intensity

Activity Three

Read the Vignette I or II

Think-Pair-Share

Step Three

Collect data on possible functions of the problem behavior

Data Collection

- **Indirect Assessment**
  - Interviews
  - Rating Scales
  - Student Guided
- **Direct Assessment and Observation**
  - A-B-C Charts/and or Scatter plots
  - Checklists

Direct Assessment

- Consist of actually observing the problem behavior and describing the conditions that surround the behavior (its context); including the antecedent and consequence.

ABC Chart

Antecedent	Behavior	Consequences
What triggers the behavior? or **What precedes the behavior?**	**What are the observable, measurable behaviors that are interfering?**	**What is the "function" of the behavior, or what does the student gain from behaving in this way?**

ABC Chart

Antecedent	Behavior	Consequences
What triggers the behavior? Example: George is frustrated and anxious about reading.	**What are the observable, measurable behaviors that are interfering?** George screams out during reading, unprovoked.	**What is the "function" of the behavior, or what does the student gain from behaving in this way?** Removal from the classroom serves to meet George's need to avoid reading.

Scatterplot

George's Scatter Plot
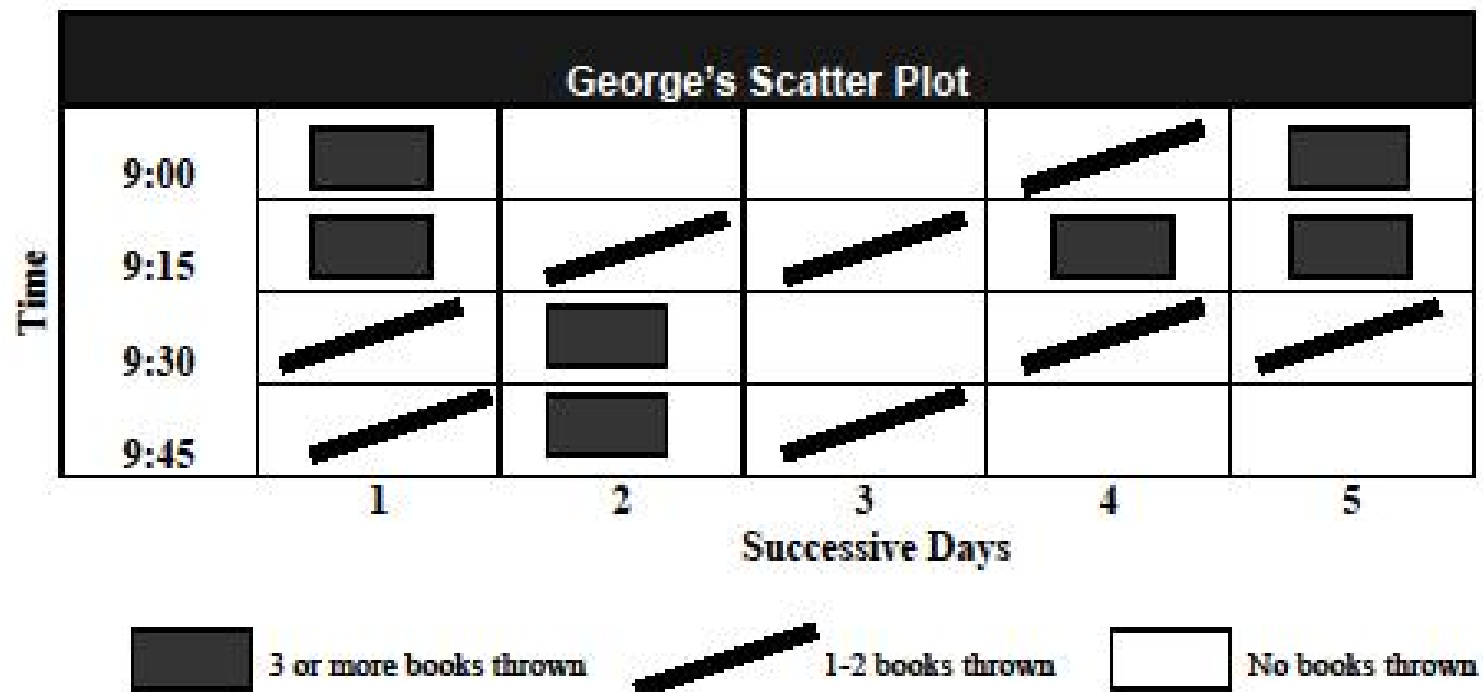
Functional Behavior Assessment Observation Form

Name: George   **Observer:** Ms. England   **Dates Observed - From** Feb 8th **To** Feb 12th

Directions: Preparing the form: Before you begin observing, enter: 1. The client's name under "Name"; 2. Your name under "Observer"; 3. Dates for which you will be using this form under "Dates Observed"; 4. Time intervals when you will be observing under "Time Intervals" (beginning on the left side); 6. Target behaviors being monitored next to "Target Behaviors"; 8. Additional antecedents and perceived functions, if necessary; and 7. If known, usual setting events and actual consequences. An EVENT is an occurrence of a target behavior, or cluster of target behaviors, in time. Event Numbers correspond to the order that target behaviors, or clusters, occur in time. When you observe, every time a target behavior or cluster occurs, enter: 1. The date on the column under "date," next to the appropriate event number; 2. The event number under the appropriate time interval column for a. The target behavior(s) that occurred within that event; b. The setting event, c. The antecedent, d. The actual consequence, and e. The perceived function. When you are done using this observation form: Look for patterns of behavior.

Event #	Date
1	2/8
2	2/8
3	2/8
4	2/9
5	2/9
6	2/9
7	2/9
8	2/10
9	2/10
10	2/10
11	2/11
12	2/11
13	2/11
14	2/12
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35	

Category	Time Intervals: (Enter time intervals)	9 to 10 am	10 to 11 am	11 to 12 pm	12 to 1 pm 11:30 Lunch	1 to 2 pm	2 to 3 pm	3 to 4 pm	
Target Behaviors (List behaviors) (Enter event number under time intervals)	Humming loudly	4					2; 7; 13		
	Inappropriate jokes	4			8; 12; 15			9	
	Head on table	1; 11; 14		6				10	
	Refusing to participate	1; 14							
	Throwing books	5; 11						3	
Setting Event (List setting events) (Enter event number under time intervals)	Not sleep well	1; 11							
	Head ache								
Antecedent (List other antecedents if needed) (Enter event number under time intervals)	Demand/Request	1;4;5;11;14		6				3; 10	
	Difficult Task								
	Transition								
	Interruption								
	Told "No"								
	Told "Wait"								
	Alone (No Attention)								
	Free Time				8; 12; 15		2; 7; 13	9	
Actual Consequence (List actual consequences) (Enter event number under time intervals)	Request repeated	1					7; 13		
	Ignored	1; 14					2	3; 9	
	Threatened							3	
	Attention	4			8; 12; 15				
	Sent away	5; 11		6				10	
Perceived Function (List other functions if necessary) (Enter event number under time intervals)	Obtain Attention	4			8; 12; 15		2; 7; 13	9	
	Obtain Item								
	Obtain:								
	Escape Demand/Request	1;4;5;11;14		6				10	
	Escape Activity							3	
	Escape Person								
	Escape:								
	Self-Stimulation								

Patterns Observed:

1. Behaviors occur most often between 9 to 10 am (math lecture); 12 to 1 pm (lunch); 2-3 pm (Free time)
2. Not sleeping well seems to be a setting event for putting head on table
3. The function of humming loudly and telling inappropriate jokes seems to be to obtain attention
4. The function of putting head on table, refusing to participate, and throwing books seems to be to escape a request

Background/Archival Data Collection

- Attendance
- Health history
- Onset of current problems
- Past services or interventions
- Effectiveness of previous interventions
- Previous educational functioning
- Previous assessments
- Sensory screening
- Discipline Referrals

Indirect Assessment

- Relies heavily on interviews and rating scales with teachers and other adults who have direct contact with the student

Questions to Asks

- When does the behavior occur?
  - What activities are taking place?
  - What people are present?
  - How is the environment arranged?
- When is the problem behavior absent?
  - What activities are taking place?
  - What people are present?
 - How is the environment arranged?

Step Four

Analyze Information
Triangulation and or Problem
Pathway Analysis

Data Analysis

Once the team is satisfied that enough information has been collected, the next step is to compare and analyze all the compiled information

Only Two Basic Functions

Positive Reinforcement

Negative Reinforcement

Existing aversive condition identified
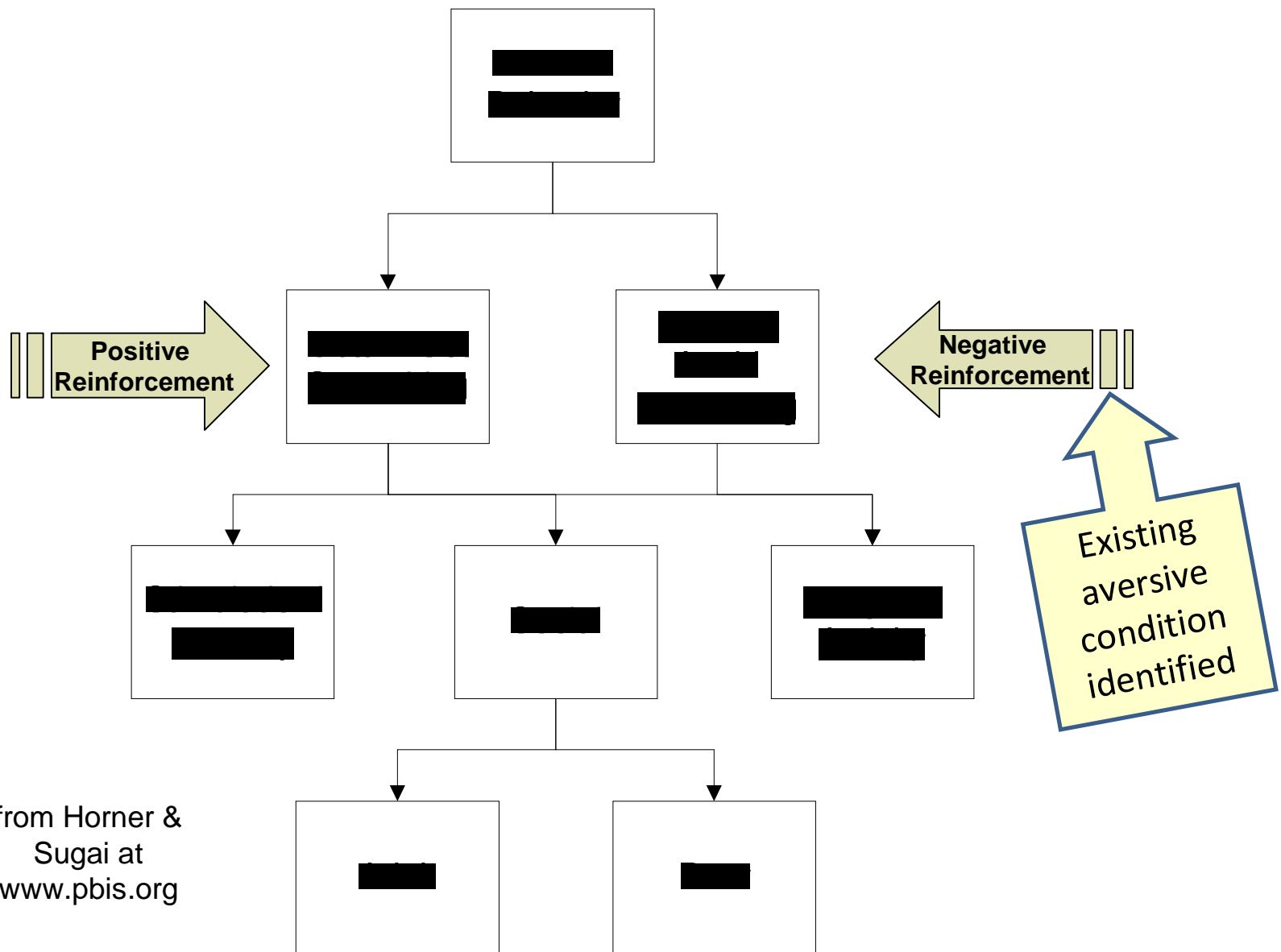
DATA TRIANGULATION CHART

STUDENT: _____ DATE: _____

SCHOOL: _____ GRADE: _____ TEACHER: _____

Source 1	Source 2	Source 3

Interpretation:

1. **Precipitation Events**

2. **Maintaining Consequences**

3. **Likely Function**

Source: Gable, Quinn, Rutherford, & Howell (1998)
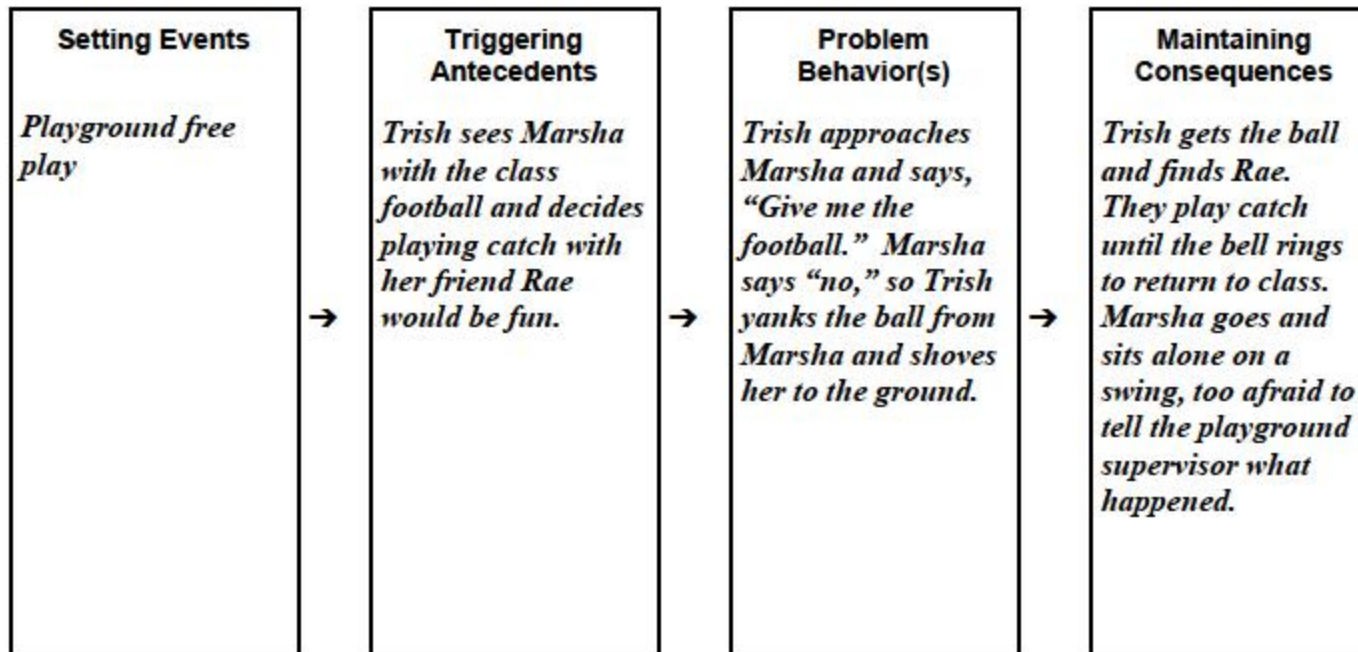
Triangulation Chart

Data Triangulation Chart

Student _Trish_ Date(s)_9/26 – 10/8_

Source 1	Source 2	Source 3
ABC Chart:	Interview with playground supervisor:	Scatterplot:
Trish yells at students when they don't do what she says. She hits students when she does not get her way.	Trish yells at and hits other girls when she doesn't get her way. This usually happens when there are no adults nearby.	Trish engages in appropriate behavior on the playground about 73% of the time; verbally aggressive behavior about 19% of the time; and physical aggression 8% of the time.

Interpretation:

1. **Precipitating events:** _Playground, undersupervised games involving girls._

2. **Maintaining consequences:** _Trish usually gets her way when she becomes verbally or physically aggressive. She also gets to spend time with the playground supervisor._

3. **Function(s):** _Trish's behavior allows her to get her way (albeit for a short time) and play with other girls. She thinks this is an effective way to join groups._
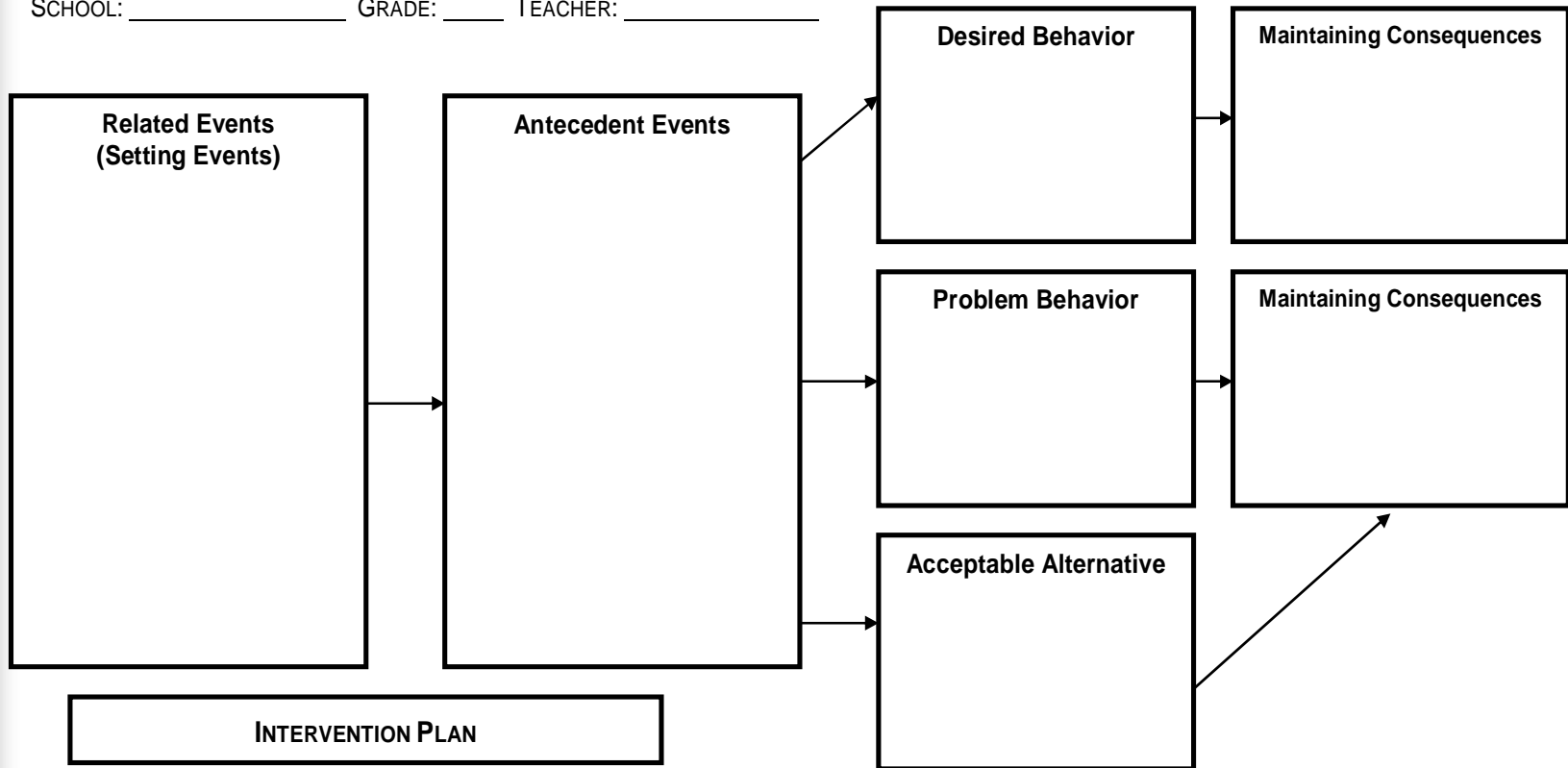
F-1

Problem Behavior Pathway

Student: _Trish B._ Grade: _4th_ School: _Tucker Creek Elementary_ Date: _10/6_

Time: _10:15 – 10:30 am_ Setting: _Recess_

Setting Events		Triggering Antecedents		Problem Behavior(s)		Maintaining Consequences
Playground free play	→	*Trish sees Marsha with the class football and decides playing catch with her friend Rae would be fun.*	→	*Trish approaches Marsha and says, "Give me the football." Marsha says "no," so Trish yanks the ball from Marsha and shoves her to the ground.*	→	*Trish gets the ball and finds Rae. They play catch until the bell rings to return to class. Marsha goes and sits alone on a swing, too afraid to tell the playground supervisor what happened.*

COMPETING PATHWAYS CHART

STUDENT: _____ DATE: _____

SCHOOL: _____ GRADE: _____ TEACHER: _____

Related Events (Setting Events)	Antecedent Events		

Desired Behavior

Maintaining Consequences

Problem Behavior

Maintaining Consequences

Acceptable Alternative

INTERVENTION PLAN

Related Events/Strategies	Antecedent Strategies	Behavior		Consequences/Strategies	
		Problem	**Desired**	**Problem**	**Desired**

Adapted from Sugai, Lewis-Palmer, & Hagan, 1999

COMPETING BEHAVIOR PATHWAY

Student: **Trish**　　　　Grade: **4**　　School: **Tucker Creek**　　　　Date: **10/3**

Setting Events Accommodations	**Triggering Antecedents Accommodations**	**Desired Behavior(s)**	**Maintaining Consequence(s)**
Para-professional supervises the basketball court and stays in close proximity of Trish.	When Trish begins to jump onto the court Ms. Pasillas stops her and reminds her to wait until it is a good time to ask to join the group.	Trish waits for the ball to go out of play then asks to join the game. Waits her turn for the ball.	Trish plays with others.

Problem Behavior(s)

Trish does not wait her turn and aggressively takes the ball away.

Setting Events	**Triggering Antecedents**	**Replacement Behavior(s)**	**Maintaining Consequence(s)**
Playground basketball court	Trish pushes her way into ongoing game.	Trish joins game but does not hit or yell at anyone.	Trish plays basketball with others.

G-3

Step Five

Generate a hypothesis statement regarding probable function of problem behavior

Develop hypothesis

- Hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur
  - When this occurs….
  - The student does….
  - To get/avoid…..

Common Hypotheses

- Receive attention from adults and peers
- Receive tangible objects or access to preferred activities
- Avoids interaction with adults and peers
- Avoids tasks or responsibilities

Step Six: Test Hypothesis

- Make determinations about what to do next, using the information and looking at the antecedents and the consequences as well as the reaction to the consequences

- Establish Hypotheses regarding function of behavior Tests Hypotheses
  - Example: Daryl calls out during instruction. A functional behavioral assessment might reveal the function of the behavior is to gain attention (e.g., verbal approval of classmates), avoid instruction (e.g., difficult assignment), seek excitement (i.e., external stimulation), or both to gain attention and avoid a low-interest subject.

Results of FBA:

Through a functional behavior assessment, the team hypothesizes:

- that the student's behavior is a function of his desire to <u>avoid</u> reading,

- that the child is acting out in an effort to cope with academic frustration, and

- that the student would benefit from supplemental instruction in reading, as well as in more appropriate behavioral responses to his frustration.

FBA Outcomes:

- A **clear definition** of the **problem behavior**

- **Antecedents** to the problem behavior

- A sense of the **frequency of occurrence** and **level of severity**

- A **hypothesis** related to the **FUNCTION** of the behavior

Things to think about:

- FBA's are a TOOL in the development of goals and objectives for students

- The FBA is not an intervention in itself

- The FBA does not occur without the intention of developing a BIP
  - Sometimes this is mandated...
  - Sometimes this is a choice...

Activity Four

Using Steps 1-5
Case Study
Janet

Case Study

- – Janet is a sixth grade student failing three classes. She does not complete her class assignments or homework and rarely participates in class discussions. Janet often disrupts class with verbal outbursts and loud noises during class. She tends to get verbally aggressive when her teachers ask her about her work or when her behaviors are addressed by the teacher. Janet's mother reports that she is helpful at home and that she has always had difficulties in school
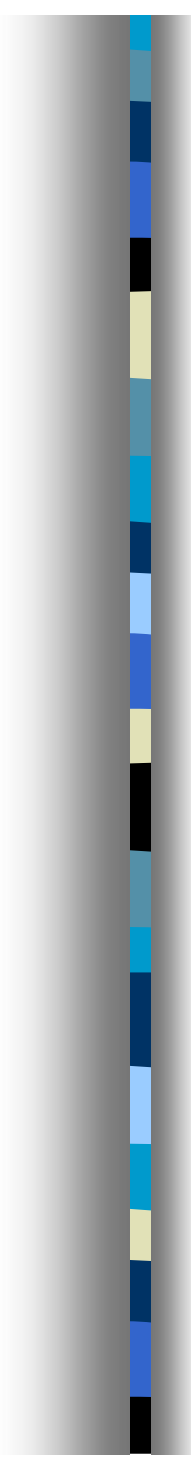
Behavior Intervention Plan:

What is it?

•A plan of intervention designed by a <u>team</u> to teach more acceptable replacement behaviors that serve the same function as the target behavior.

Why we do it?

•To make problem behavior:

   ✓Less effective

   ✓Less efficient

   ✓Less important

•To replace that behavior with more appropriate behavior

Creating a Behavior Intervention Plan requires that you:

1. Identify the function of the behavior

2. Describe the behavior/replacement behavior

3. Write behavioral objectives

4. Design a teaching plan and crisis plan if necessary

5. Arrange the environment to facilitate success

6. Develop consequences for both desired and undesired behaviors

Valuable Strategies:

- Manipulate Antecedents or Consequences
- Teach Replacement Behaviors
- Implement changes in Instructional Strategies
- Modify the Physical Environment

The TEAM must ask:

What type of a deficit are we addressing?

Skill Deficit:

- Lacks the skills to perform, or

- Lacks appropriate alternate skills and believes the behavior is effective for meeting needs

Performance Deficit:

- Possesses necessary skill but chooses not to use them;
- Plan must include techniques, strategies, and supports designed to increase motivation to perform the skill

Identify the Function
of the Behavior

Behavior: Xavier acts out in class whenever he is expected to work independently. This often escalates to the point where he is removed from class. At times, he leaves on his own.

Hypothesis: Xavier's behavior is a function of him making attempts to avoid a stressful situation, especially when he is unequipped to manage the cognitive load of the activity.
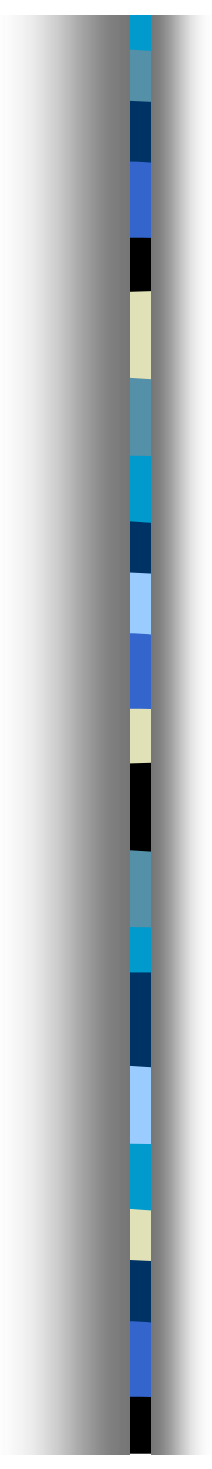
Select a Replacement Behavior

- A replacement behavior is what you want the student to do instead of the problem behavior

- Replacement behaviors should:

  - be appropriate for the environment, and

  - Serve the same function as the problem behavior

To select appropriate replacement behaviors, ask these questions:

1. What would you like the student to do instead?

2. What would a successful student do in this situation?

3. Will the replacement behavior help the student meet his needs?

Design a Teaching Plan that includes:

- A description of the expected behavior

- Examples and non-examples for practice

- Teaching strategies

Arrange the Environment to Facilitate Success

- Change the physical structure

- Modify task requirements

- Provide instructional prompts

- Modify interactions

Develop Consequences for Desired and Undesired Behavior

- Natural consequences

- Withhold access to natural positive consequences

- Artificial consequences

- Functional negative consequences

Natural Consequence:

- **Free time for completing task**

Withholding Natural Consequence:

- **Loss of scheduled free time**

Artificial Consequences:

- **Earning points toward free time**

Functional Negative Consequence:

- **Loss of points toward free time**

Write Behavioral Goals

❑**S**PECIFIC

❑**M**EASURABLE

❑**A**CHIEVABLE

❑**L**IMITED

❑**L**IVABLE

Implement the Plan

- Consistent, Systematic, Cumulative
- Behavior change does not have to be absolute
- Looking for reasonable improvement in behavior (it takes time)
- Maintain the plan if it is effective, but needs to be continued

Monitor the Success of the Plan

Convenient Outcome Data to Collect

- Amount of work turned in
- Discipline referrals
- Grade report
- Frequency of time outs or direct intervention
- Student report
- Parent report
- Structured Observation

If Necessary Modify the Plan...

- Problem description/functional assessment
- Expected outcomes/goals (are they reasonable and achievable?)
- Interventions
- Identify barriers to plan implementation for each identified plan participant
- Consult literature or experts to determine the most valid intervention for the problem behavior

Activity Five

Behavior Intervention Plans Review

Design a Crisis Plan *if needed* that includes:

- Parent participation and approval

- Reason for the plan

- Strategies and procedures that will be implemented if a crisis arises

- Persons responsible
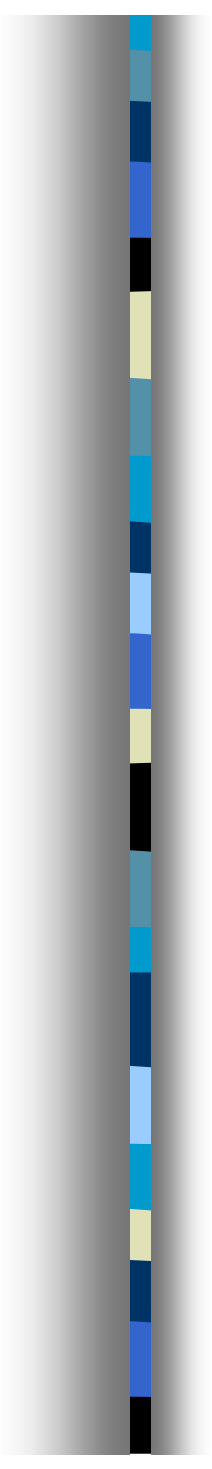
- Duration of the plan
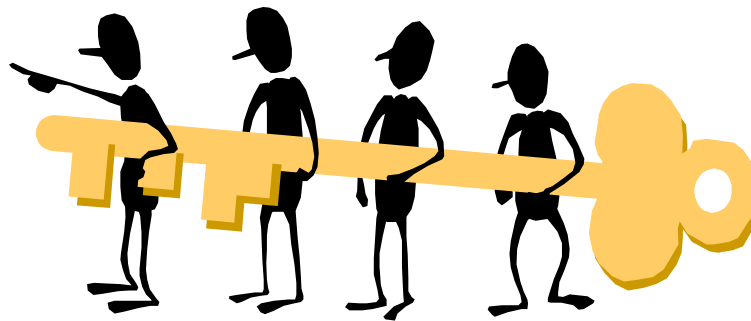
Activity Six

Practice Writing a BIP for Lis

Identifying Ineffective Schools

- If the school is the problem, intervention should be on a level higher than the child!

- Quality of student experience
- Professional life of teachers
- Leadership
- Governance
- Coordination with the community

When done correctly, the net result of behavioral assessments and plans is . . .

…school personnel are better able to provide an educational environment that addresses the learning needs of **all students**!

Activity Seven

Complete your
K-W-L Chart

Resources

- www.pbis.org
- www.disciplinehelp.com
- www.BehaviorAdvisor.com
- www.sopriswest.com
- www.hes-inc.com
- McConnell, , M., Cox, C., Thomas, D., & Hilvitz, P. *Functional behavioral assessment*. Love Publishing Company: Denver.

Contact Information

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